U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12DC1

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☑ Title 1 ☑ Magnet ☐ Choice

Name of Principal: Mr. David Pinder

Official School Name: McKinley Technology High School

School Mailing Address: 151 T Street NE
Washington, DC 20002-1519

County: District of Columbia State School Code Number*: 458

Telephone: (202) 281-3950 E-mail: david.pinder@dc.gov

Fax: (202) 576-6279 Web site/URL: http://mckinleytech.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Kaya Henderson Superintendent e-mail: kaya.henderson@dc.gov

District Name: DCPS District Phone: (202) 442-5885

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Laura Slover

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):
   - 82 Elementary schools (includes K-8)
   - 24 Middle/Junior high schools
   - 24 High schools
   - 0 K-12 schools
   - 130 Total schools in district
2. District per-pupil expenditure: 8300

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 5

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	90	98	188
3	0	0	0		10	85	73	158
4	0	0	0		11	67	96	163
5	0	0	0		12	80	87	167
							Total in Applying School:	676

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
1	% Asian
93	% Black or African American
3	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
1	% White
2	% Two or more races
100	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 6%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	10
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	29
(3)	Total of all transferred students [sum of rows (1) and (2)].	39
(4)	Total number of students in the school as of October 1, 2010	693
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 2

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 54%

Total number of students who qualify: 354

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 2%

Total number of students served: 16

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

5	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	9	Specific Learning Disability
1	Emotional Disturbance	0	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	10	0
Classroom teachers	41	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	5	0
Paraprofessionals	2	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	8	1
Total number	66	1

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	94%	95%	96%	97%
High school graduation rate	92%	97%	96%	97%	96%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	155
Enrolled in a 4-year college or university	80%
Enrolled in a community college	10%
Enrolled in vocational training	0%
Found employment	5%
Military service	5%
Other	0%
Total	**100**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

 No

 Yes

If yes, what was the year of the award?

PART III - SUMMARY

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McKinley Technology High School is a STEM (science, math, technology and engineering) application school in the District of Columbia offering students a unique opportunity to take college preparatory level coursework while specializing in 1 of 4 strands: Biotechnology, Engineering through Project Lead the Way, Information Technology and Cisco Networking or Mass Media. Our innovative curricula makes our school very attractive for students all over the district because McKinley has proven that a rigorous and innovative education supported by master teachers and intervention for those who fall behind can and will close the achievement gap!

Our formula for closing the achievement gap is a simple one.

A. Make the Curricula Challenging

- Align coursework to the Common Core Standards and College Preparatory Standards
- Make the coursework relevant- connecting it to students' lives and the global market
- Project-Based assessments
- Fun, student-centered activities

B. Train and prepare all teachers to be Master Teachers and ensure Every Classroom has a teacher who tailors instruction to individual student learning needs

C. Focus on Outcomes of Achievement that drive school decisions based on these outcomes

D. Create a Culture of High Expectations and Accountability

Our formula has proven to be a successful one that has caught the attention of the district. Students from more than 50 middle schools apply to our school. This year we have already received nearly 600 applications for 180 seats.

But, what sets McKinley apart from most application schools is that more than half of our students are economically disadvantaged. We are a full Title 1 School.

A famed educator once quipped, "When students want to learn no one can stop them. When they don't want to learn no one can make them." Great schools are defined by their ability to create an environment where students are so comfortable with risk-taking, inquiry, curiosity and exploration that learning gaps close quickly.

McKinley is a school that exemplifies this culture. It's the reason that so many students who come to us with economic disadvantages graduate ready to compete and challenge their national and international counterparts. More than 95% of our students are offered admission to 4 year colleges. Two of our students have been awarded the Gates Millennia Scholarship which awards scholarship funds through their PhD. Several of our students have received the coveted POSSE scholarship. And each year our results are improving.

This is what the model for what a Blue Ribbon School represents and why we believe McKinley meets this distinction. Simply put- We are a high performing school because we know how to innovate in order to accelerate achievement.

Our movement to high performance began in 2007 when we decided to rewrite our vision and mission.

The McKinley community came together to rewrite the vision and mission of our school. We dedicated almost an entire school year engaging in a "Vision Quest" with all stakeholders (parents, students, teachers, staff and partners) in developing a vision and mission that would guide our decisions and push us to excel.

By the spring of 2008 we released our new vision: *"The Vision of McKinley Technology High School is to become the highest performing school in the nation through the integration of a rigorous college preparatory and STEM curricula, taught by master teachers, that prepares students for the challenges of*

the ever-changing and competitive global market." Our mission: *"We are a professional learning community accountable to student achievement."*

Our charge was clear: Design a program that would challenge any school in the nation in rigor and quality and then work together as a community to move student achievement. We believe that high performing schools are not defined -entirely- by their academic scores. But rather by what they do to move students to high achievement in an accelerated fashion in spite of the obstacles.

To accomplish this vision we overhauled the curricula, adding STEM coursework in engineering, redesigning mass media, IT and biotechnology. We eliminated electives that were not rigorous and replaced them with economics, global perspectives, SAT prep, creative writing, and AP coursework. We required incoming ninth graders to take an additional literacy course in either writing workshop, African American history or AVID and an additional course in science such as lab techniques or concepts of physics. Our tenth graders are required to take geometry and algebra II concurrently in order to prepare them for taking advanced courses in the eleventh and twelfth grades. And all students are required to take at least one AP science or math course before they graduate.

We added instructional coaches with a wealth of experience and pedagogical knowledge to train and improve our teaching. We provided professional development opportunities with virtual teaching PD, a master teaching academy, school learning walks, common lesson plan templates, assessment days and common planning time across the disciplines.

For students who fall behind we offer intervention after school and on Saturdays through a tutoring academy. Our results prove we have the right formula for closing the achievement gap.

Consider this: In 2004 when McKinley first opened as a new technology school only 38% of our students were economically disadvantaged. Today, nearly 60% of our students are economically disadvantaged yet our results have improved on the DC CAS in dramatic fashion.

This data is important because in 2011, overall in DCPS, less than 49% of economically disadvantaged students tested proficient in math and reading; at McKinley, our economically disadvantaged students, who come from wards all over the city, bested their economically disadvantaged counterparts by more than 40% in both reading and math- proving that one's economic conditions does not define one's educational outcomes!

Consider our data since 2006 comparing white students' performance to our African American students' performance . In 2006, white students in DCPS overall scored 77% proficient in math and 82% proficient in reading. In 2011, white students in DCPS overall scored 89% proficient in math and 87% proficient in reading. White students improved 12% in math and 5% in reading since 2006- not bad.

But, at McKinley, our African American students have increased over the same time span 3 times as much as their white counterparts in math and 5 times as much in reading, closing the gap since 2006 with their white counterparts- scoring at 87% proficient in math (-2%) and 88% proficient in reading (+1%)! The Achievement Gap closed!

Our motto is "No Excuses...Just Solutions!" Our data proves we are serious about this!

Additional Note: Our school received national recognition in 2011 by President William Clinton and the Alliance for a Healthier Generation's Healthy Schools Program as a Bronze Award winner.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Student performance in the District of Columbia is measured through the DC CAS assessment which high school students take in their tenth grade in reading and math. Students receive one of the following assessment ratings: Below Basic, Basic, Proficient, Advanced.

Proficient is considered to be a performance at grade level. Our goal since 2007 has been to reach 90% proficiency in math and reading and close the achievement gap between our students of means and those below means as well as the gap between our African American students and their white counterparts in the district.

Closing the Achievement Gap: The McKinley Story 2005-2011

In 2005, the first year that McKinley data was taken on standardized tests, only 40% of its students tested proficient in reading and 40% tested proficient in math.

In 2011, 88% of our students tested proficient in reading (a 48% increase) and 87% tested proficient in math (a 47% increase)!

Look even deeper in the data: In 2005, only 39% of our economically disadvantaged students tested proficient in math and 35% in reading. In 2011, 87% of our economically disadvantaged students tested proficient in math and 85% in reading, respectively! This is a 48% increase in math and a 50% increase in reading! Gap closed!

In 2011, overall in DCPS, less than 49% of economically disadvantaged students tested proficient in math and reading; at McKinley our economically disadvantaged students, who come from wards all over the city, beat their economically disadvantaged counterparts by more than 40% in both reading and math!

Look at the numbers since 2006. That year, white students in DCPS overall scored 77% proficient in math and 82% proficient in reading. In 2011, white students in DCPS overall scored 89% proficient in math and 87% proficient in reading. White students have improved 12% in math and 5% in reading since 2006- not bad.

But, at McKinley, our African America students have increased over that same time span 3 times as much as their white counterparts in math and 5 times as much in reading, closing the gap since 2006 with their white counterparts- scoring at 87% proficient in math (-2%) and 88% proficient in reading (+1%)! Gap closed!

In a district with an achievement gap of nearly 50% between white and black students and even higher between students of means and those below means, one school in DCPS stands out from the rest for closing the achievement gap- McKinley Technology High School, a STEM school.

Inside Dramatic Gains

Closing the achievement gap requires schools to empower educators, unleash innovation by developing and implementing challenging, relevant and fun curricula while focusing on accelerating achievement. Too often, schools fail in this quest because educator creativity is stifled, curriculum- too narrow and scripted and intervention for students is offered by just having students attend double courses of the same content.

At McKinley our goal was to tweak the coursework to make it challenging but fun, honing in on the concepts we wanted students to improve on without each course seeming to be redundant. Adding coursework in engineering, lab sciences, writing workshop, global perspectives, economics and SAT prep allowed us to concentrate our efforts on literacy, critical thinking and math/science concepts while still teaching the core courses. Adding project-based, cross-curricular activities increased student motivation, engagement, and self-assessment- closing the gaps much more efficiently.

Also, we added 4 instructional coaches to improve teacher pedagogy and professional development. We focused on instruction that was more student-centered, assessment driven and supported with literacy strategies.

We targeted students who fell behind by hiring our best instructors to offer after school and Saturday tutoring programs, competitions and teacher incentives.

2. Using Assessment Results:

McKinley is a data-driven community. Each week our school dedicates morning collaboration time (8:00-8:40 am) to delve into student assessments and analyze where students are performing strongly and where there are areas for improvement. Teachers meet in content departments on Tuesdays to share data as it pertains to the common core standards and to devise pedagogical strategies to address student shortfalls. On Wednesdays, teacher teams meet across the content areas to address student strengths and growth areas so that targets can be addressed across the grade level and specific strategies can be utilized throughout all coursework. On Thursdays, teachers meet in multiple professional learning communities to address literacy and critical thinking strategies that can be implemented to meet student areas of deficiency while addressing multiple content and STEM areas.

McKinley utilizes multiple forms of assessment to drive instructional decisions, professional development and pedagogical as well as school-wide strategies. The following assessments are used to drive our dialogue and decision-making:

- The DC CAS (State mandated examination taken in the 9th and 10th grade in literacy, biology and algebra)
- The PSAT exam- taken by all ninth graders
- The SAT exam- taken by eleventh and twelfth graders
- The Advanced Placement Examinations
- Interim Assessments are implemented every 6 weeks in math and literacy (6 week cycle assessments developed by the district in literacy and math.) The remaining content areas develop their own assessments in collaboration with their respective departments. The interim assessments serve as the real time data we can use to assess student achievement success and immediate areas for needed improvement.
- - Unit Assessment Tests/Mid Term Exams and Final Course Exams (Developed by content teachers in the school)

Students receive their assessment results immediately after taking examinations and parents are updated on their success through interactive parent access to virtual grade book, progress reports, report cards and parent/teacher conferences.

After teachers compile assessment results they meet in their respective professional learning community teams to develop new targets for achievement and pedagogical strategies for re-teaching areas of deficiency.

This year, we have asked teachers to focus on requiring students to delve more deeply into their own results explaining the flawed logic behind incorrect answers in order to have a more comprehensive approach to learning. This is has been a powerful strategy for improving student assessment success.

3. Sharing Lessons Learned:

McKinley has worked diligently to ensure that we are an active professional learning community.

As a growing STEM school McKinley has worked to develop our curricula by reaching out and partnering with other schools to expand and make it relevant to student lives, the ever-changing global market and industry.

Within DCPS, we are working closely with our STEM school partners at Eastern High School, Woodson STEM high school, Phelps school of Architecture and Construction and Langley STEM Middle School Campus on alignment both vertically and horizontally.

Externally we work in conjunction with the Carnegie Institute of Science, Project Lead the Way, SMART, Gale Cengage Learning, and "It's Learning" on sharing best practices and refining our curriculum to be more innovative, challenging and fun.

McKinley has worked closely to learn and share our innovative practices including:

- The North Carolina STEM conference in 2009 on best practices in teaching students through technology and innovative coursework
- Worked with the George Lucas Foundation in developing virtual guidance for making schools fun. The Lucas foundation completed a documentary on some of the work we have done to improve STEM education
- McKinley was the only DCPS high school featured this year at the Digital Learning Day which brought together Governor Bob Wise, Secretary Duncan and a host of other leaders in education reform to celebrate technology in the classroom
- McKinley was featured and worked with the Alliance for Excellent Education this fall for the work it is doing to embed technology in daily instruction
- In February 2012, McKinley took part in Microsoft's Minority day to share best practices

In 2010 we added a Director of Partnerships role to the budget to increase the work we have done at a local, national and international level. Our work is beginning to lead to impressive results.

The majority of the opportunities created for the students are borne from identifying the industry needs through collaboration with the private and government sector. Through these conversations, it has been easier to identify the types of co-curricular experiences that our students should experience to advance them toward a greater understanding of the direction their academics could take them in the future. The objective is to identify an array of these opportunities to provide students in each of the STEM disciplines some exposure to career exploration. Some of these opportunities included:

- Five MTHS students were selected to represent the United States as the delegation to the 2011 APEC (Asian Pacific Economic Cooperation) Youth Science Festival in Bangkok, Thailand in August 2011. The students were asked by the US Department of State to be one of six schools nationwide to apply to the 2012 APEC YSF Selection Committee. The McKinley 5 were the only students whose applications were accepted.
- The Aero Club of Washington and the Smithsonian Institute have combined forces to provide the Aerospace Engineering students a multitude of opportunities to explore careers in aviation- at least 1 per month since October 2011.

- Through the Blacks @ Microsoft Minority Student Day, McKinley Technology students were exposed to a variety of career paths available to them in the computer field and at Microsoft.
- Our students received national recognition through McKinley Technology's participation in the Digital Learning Day National Town Hall Meeting held by the Alliance for Excellent Education.

4. Engaging Families and Communities:

Since 2007 McKinley has engaged the community in a variety of avenues to ensure that the community is an engaged stakeholder including:

Vision Quest

Vision Quest is a series of meetings each year throughout the school year to discuss the vision of the school and our progress towards meeting it. All stakeholders are invited to participate. Parents and community members have utilized these meetings to drive curricula decisions and school-wide strategies for improving student learning outcomes, communication and a positive school culture. The meetings culminate each year with an annual reception celebrating and renewing our vision.

PTSA

Parents, teachers and students come together each month for a meeting to engage in dialogue on school needs and successes. These meetings have proven very fruitful, resulting over the last several years in improved security technology for the campus as well as additional books and resources for our school library.

Breakfast with the Principal

Since 2007 the principal has hosted breakfast every Monday from 9:30 am-10:30 am for parents and members of the community. Ward leaders, parents, activists and even Chancellor Michelle Rhee have attended the breakfast. The time is open to discuss whatever parents or community members see as relevant for the discussion. There is no agenda as the atmosphere for the breakfast is one of conversation and reflection.

Interactive website: www.mckinleytech.org and twitter page

We have worked hard over the last 2 years to improve the quality of our website and the communication there for our parents and community. The website is primarily run by our students and includes information and links for district and school calendars as well as college scholarships, partners information and relevant data.

Director of Partnerships Office

In order to create a more robust, community-oriented school, we have implemented an effort to engage our parents in issues that benefit them as well as their children. The establishment of the Parent Engagement and Community Outreach (PECO) Workshops have a specific focus on addressing issues that are of the greatest concerns to the adults responsible for the students of McKinley Technology HS.

- PECO workshops have been sponsored by Common Sense Media from California and Kajeet from Bethesda, MD.
- Plans are in place to discuss internships for our students and resume writing for students and adults.
- We are also planning community/parent workshops on best practices in securing college scholarships

LSAT (Local School Advisory Team)

The Local School Advisory Team is comprised of 4 teachers, 4 parents, 1 community member, 1 student and 1 additional staff member. Each year, the team advises the principal on the most efficient way to utilize our school resources and budget. The team also works to develop the school's comprehensive school plan which outlines our academic and performance goals.

PART V - CURRICULUM AND INSTRUCTION

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1. Curriculum:

McKinley Technology High School is a STEM (science, math, technology and engineering) specialized high school. The curriculum is unique in that students are required to specialize in coursework in one of four STEM strands including: biotechnology, engineering through project lead the way, information technology or Cisco Networking, or mass media.

Students are also required to take the following:

- English 9, 10, 11 and 12 or AP Literature and AP Language
- Algebra 1, Algebra 2, Geometry, Pre-Calculus or AP Statistics or AP Calculus
- World History 1, World History 2, US History, US Government, DC History, or AP US History
- Concepts of Physics, Biology, Chemistry, Physics or Environmental Science pr AP chemistry, physics or biology
- World Languages 1, 2 and 3 in Spanish or French (Mandarin will be added in 2012-2013)

Many of our students come to us with deficiencies in science, math and literacy. To address these needs in our curricula, students take "concepts of physics" in ninth grade as well as biology. Students also take an additional course in literacy in the ninth grade which may include: African American literature and history, writing workshop, or Advanced Placement Human Geography. In tenth grade we require students to take geometry and algebra 2 concurrently so that they will be prepared for pre-calculus in the eleventh grade and advanced math coursework in their senior year.

In alignment with our vision, we want to ensure that students are prepared for the global market. As a result, students in the upper grades participate in electives such as: global perspectives and/or economics. Students may also take a wide selection of electives including: SAT prep, ROTC, African American history, debate and creative writing.

We offer an array of AP coursework including: Advanced Placement US History, Biology, Chemistry, Physics, Calculus, Statistics, Language, and Literature.

Students are required to take 1.5 credits in physical education and health and .5 credits in music and art.

In language we currently offer Spanish 1-4 and French 1-4. To meet our global vision we are phasing our French this year to add Mandarin Chinese next school year and we anticipate adding Arabic or Russian in 2013-2014.

While our curriculum is specially designed to prepare students for work or college in science and math it is well balanced as we offer students opportunities to also engage in co-curricular activities including: Book Club, Chess, Debate, Drama Club, Future Business Leaders of America, Robotics, and Student Government .

We recognize that preparing students for the world of work and college requires a curricula that is cutting-edge, innovative, global and challenging. Our relevant STEM strands combined with traditional coursework, language and additional study in economics, global perspectives and advanced placement prepares our students to transition from high school with great success.

2. Reading/English:

The English Language Curriculum at McKinley:

9th Grade- World Literature 1

10th Grade- World Literature 2

11th Grade- American Literature

12th Grade- British Literature

Our approach to literacy is an embedded/blended strategy. Our English teachers plan with our social studies teachers to develop common theme units and assessments, and co-curricular project-based research and writing assignments. Students experience a broad based curriculum combining global perspectives, history, contemporary issues and literature to develop their skills in grammar, writing, research, analysis, and speaking.

We focus on standards based teaching ensuring that all of these concepts are embedded into the instruction. For example, students may explore a historical concept through literature while developing research based skills in MLA bibliography. This approach allows cross-curricular opportunities for students and teachers to reinforce key concepts.

We also believe that students need opportunities to take coursework that supports English and the humanities while through a different avenue. Coursework we offer in these areas include: Debate, SAT Prep, Writing Workshop, Creative Writing and African American Literature and History.

To improve the performance of students at or below proficiency we have implemented multiple approaches. In ninth grade students take English 1 but they also take an additional writing course either in writing workshop, African American history, AP Human Geography or creative writing. These courses provide students another opportunity to hone their reading and writing skills through different avenues.

We also offer writing and reading tutoring after school and on Saturdays to assist students who are falling behind.

We also offer an Advanced Placement workshop for students on Saturdays.

3. Mathematics:

The Mathematics Curriculum at McKinley requires students to take 4 courses to matriculate through the program including:

9th Grade- Algebra 1

10th Grade- Algebra 2/Geometry (Students take these courses concurrently)

11th Grade- Pre-Calculus or AP Statistics

12th Grade- AP Statistics/AP Calculus/ or Calculus (Optional)

McKinley is dedicated to the implementation of teaching practices that focus more on students' ability to critically think and draw inferences than on rote memorization. We believe that this formula is the most effective in closing gaps quickly. As students are required to make sense of content through error analysis instead of just the rote-problem completion, their ability to complete content problems with which they have never had exposure increases exponentially because they can draw inferences and make deductions.

As a result, the math instruction at our school looks very different than the typical high school. Students are often given math problems and scenarios that contain flaws and wrong answers. Then, through

student-centered activities, the students are required to explore and determine the logic of the flaws behind the answers in order to make sense of the new content. Teachers facilitate this process before direct instruction. Students are also asked to design their own problems and scenarios to reflect a mastery of the content.

This strategy promotes critical thinking skills and we believe is one of the primary reasons for our accelerated math achievement over the course of the last 5 years.

We also require students to take algebra 2 and geometry in their tenth grade year concurrently so that students are prepared to take advanced math in their junior and senior years.

We also offer a math tutoring academy on Saturdays for students who fall behind and need immediate intervention.

4. Additional Curriculum Area:

STEM Strands: Students rising to tenth grade select one of the following four strands to major in. Except for engineering, which requires 5 credits, students must complete 4 credits in addition to the district requirements in their selected strand.

Biotechnology- Students in biotechnology study bioinformatics, green biotechnology, and red biotechnology.

Engineering- Through our partnership with project lead the way McKinley was recently certified as a project lead the way school. Our students study aeronautical engineering and are required to take 5 credits in addition to their course DCPS requirements to matriculate through this program.

Information Technology- Students in the IT strand primarily focus on computer science, web development or Cisco networking. We have revised this strand so that students will take Advanced Placement Computer Science as their final credit in the strand.

Mass Media- Students in mass media are exposed to radio and television production, state of the art technology in developing their own productions and even radio. We have expanded this program as well adding to it a "New Media" component including developing blogs, twitter and social media.

5. Instructional Methods:

Over the last 4 years our instructional philosophy has shifted to ensure that we are closing learning gaps. We recognize that students in high performing countries are outperforming our students because of their approach to addressing learning vs. teaching.

At McKinley we have aligned our instructional philosophy to student learning through discovery, exploration, project-based learning, confronting confusion, critical thinking, student self learning assessment analysis and literacy.

Teachers work collaboratively to design assessments first and then align instruction to the assessments. Teachers then work to develop common lessons to meet the needs of students in their respective classes. Instruction is student- centered and project-based combining literacy, research, relevance and global perspectives.

In the STEM PLCs (professional learning communities) teachers develop multiple ways to address individual student learning styles and then they tailor their lessons to those styles.

This year our focus has been to align the pedagogy with critical thinking, analysis, complex text, relevant application and student self assessment. Our core questions in each lesson center around the following components:

- What do we want students to learn and how is the lesson relevant to their lives?

- How do we design the lesson so that students are at the heart of the learning and required to confront confusion throughout the lesson through error analysis, scenarios, team projects?

- How does the lesson support our literacy mission of ensuring that students are reading the content, writing through the content and demonstrating mastery through accountable discussion?

Strategies include:

Socratic Seminar, critical thinking squares, student to student discussions, project-based learning, and student design of assessment

6. Professional Development:

Professional Development is at the core of why McKinley has moved student achievement outcomes so substantially. Throughout the last 4 years we have provided a number of strategies to improve pedagogy including:

- Principal led Master Teaching Academy which focuses on the 7 variables that teachers control

1. The Classroom as a Learning Laboratory
2. Classroom Management by Design (Instructional and Behavioral)
3. The Unit and Lesson Plan (Planning lessons that are relevant and student-centered)
4. Instruction (How to facilitate student learning, inquiry and self-assessment)
5. Grading and Assessment (How to motivate students using innovative grading practices)
6. Relationships (How to build long-term relationships with students that focus on dimension 1 of learning: trust)
7. Professional Development (How to tailor individual teacher needs in learning plans for each teacher)

We have also developed partnerships with other schools in the district in an effort to coordinate learning walks in other instructional settings.

Instructional Coaches lead monthly PD days with topics ranging from classroom management that increase student motivation and learning to embedding literacy instruction in the content area.

Embedded Professional Development includes the following:

- Weekly Instruction Memo and the Pedagogy Messenger
- Virtual Professional Development
- Learning Walks
- Peer to Peer observation and feedback sessions
- Videotape analysis of lessons

Each of these strategies have had substantial impact on the achievement gains at McKinley. We differentiate our approach to teacher learning so that teachers are moving in the direction most aligned to their needs. For example, some teachers conduct peer to peer learning walks for literacy embedded strategies while others conduct co-observations with an administrator to "unzip" the teaching and learning process.

7. School Leadership:

School leadership at McKinley is shared with a talented team of individuals who focus on particular areas of the school for development. We fundamentally believe in putting the right people in the right positions to ensure success of the school and the make-up of the leadership team has been instrumental in our success. We are also committed to developing a pipeline for years to come and our team is designed for this result.

The principal's central role is to lead the instructional program of the school and to ensure that all facets including: curricula, professional development, assessment, operations, partnerships and internships, stakeholder engagement, safety, staff recruitment and human capital are all aligned to the vision and mission of the school. As such, the principal works with the Local School Advisory Team (made up of parents, students, staff, and community members) to develop a budget that maximizes resources for student achievement.

The leadership team includes:

Principal and Resident Principal (the resident principal is in training for a year under the principal to assume a principalship in the coming school year)

2 Assistant Principals (Assistant Principals have 2 primary roles at McKinley- Instruction and guidance of their professional learning community)

2 Directors of Operations (1 Director leads the operations team [custodians and front office staff] and ensures that facilities, resources and the building are operating efficiently and effectively each day. The other Director is over school budget, finances, and the registrar and IT department to ensure that resources are aligned to the school's needs under the appropriate financial guidelines and within the parameters set forth by the district.)

1 Director of Partnerships and Internships- The Director of Partnerships and Internships plays a vital role in ensuring that students have rich opportunities to make the curriculum come to life through field experiences in their STEM strands. In addition, the DoPI develops external partnerships with the school to ensure that our curricula is innovative and relevant.

2 Instructional Coaches- While the Assistant Principals play a vital role in leading the professional learning communities to improve student achievement, the instructional coaches play a significant role in developing professional development and individual guidance and support for teachers in the classroom on a daily basis.

1 STEM Coordinator/Director of Admissions- Our Director of STEM and Admissions focuses on reaching out to over 60 middle schools as students transition from middle school to high school. Vital to this success is the Director of Admission's outreach efforts to ensure that students all over the district have the opportunity to attend a high performing STEM school. The Director plays a central role in the marketing of the school and outreach to middle schools as well as the development of the STEM Summer Bridge Program.

STEM Professional Learning Communities: We have 2 STEM Teams, one for ninth and tenth grade teachers and one for eleventh and twelfth grade teachers. The primary focus of these two teams is to plan

instruction around student achievement outcomes and learning standards and then to utilize assessment to drive intervention and refine pedagogical strategies.

3 Teacher Leads- This year we selected 3 teachers who have excelled instructionally to lead professional development and pedagogical sessions. Our teacher leads will serve as a pipeline for our next instructional coaches, assistant principals and curricula leaders.

New Leader Emerging Leader: One of our teachers is in the New Leaders program to prepare to lead a school. This program extends for two years- 1 year of in school preparation facilitating a professional learning team and 1 year as a resident principal.

2 Deans of Students- McKinley is committed to improving student achievement outcomes by allowing the principal, assistant principals, and instructional coaches to focus on the most significant element for moving achievement- instruction. As such we have 2 Deans of Students to address behavioral and emotional student needs. One of our Deans is a social worker because we firmly believe that addressing behavior has more to do with students making adaptive shifts in values rather than experiencing consequences and punishments.

Local School Advisory Team- Made up of 4 teachers, 4 parents, 1 student, 1 staff member and the PTSA president the LSAT advises the principal on school-wide decisions as related to the budget, resource allocation and instructional needs for staff and students.

WTU/SCAC- The Washington Teachers Union is represented by a staff elected team called the school chapter advisory committee. The committee collaborates with the administration on avenues to build a positive and supportive school culture.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: DC CAS

Edition/Publication Year: 2010 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	87	76	70	62	57
Advanced	10	10	13	5	5
Number of students tested	152	170	200	227	205
Percent of total students tested	93	99	98	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	88	76	74	61	59
Advanced	11	13	17	3	3
Number of students tested	83	90	83	93	67
2. African American Students					
Proficient and Advanced	87	75	71	63	56
Advanced	10	10	12	5	5
Number of students tested	144	165	194	217	199
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	8	3	4	5	3
4. Special Education Students					
Proficient and Advanced			36	20	40
Advanced			0	13	0
Number of students tested	4	8	11	15	10
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	3	3	8	2
6. NA					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					

12DC1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 10 Test: DC CAS

Edition/Publication Year: 2010 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	88	72	69	72	68
Advanced	20	16	14	6	7
Number of students tested	152	170	200	227	204
Percent of total students tested	93	99	98	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
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Proficient and Advanced	88	72	68	72	68
Advanced	20	16	14	6	8
Number of students tested	144	165	194	217	198
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	8	3	4	5	3
4. Special Education Students					
Proficient and Advanced			55	20	40
Advanced			0	0	0
Number of students tested	4	8	11	15	10
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	3	3	8	2
6. NA					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					

12DC1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	87	76	70	62	57
Advanced	10	10	13	5	5
Number of students tested	152	170	200	227	205
Percent of total students tested	93	99	98	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
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Advanced			0	13	0
Number of students tested	4	8	11	15	10
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	3	3	8	2
6.					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	0	0	0
NOTES:					

12DC1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	88	72	69	72	68
Advanced	20	16	14	6	7
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